

AN ANALYSIS OF PERIODICAL LITERATURE  
RELATED TO LIBRARY INSTRUCTION IN  
COLLEGE AND UNIVERSITY LIBRARIES,  
1950-1964

A THESIS  
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BY  
FRANCES FREEMAN DAVIS

SCHOOL OF LIBRARY SERVICE

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## CHAPTER I

### INTRODUCTION

Library instruction has usually been given on an individual basis; however, in some colleges library instruction is becoming a well-integrated course of instruction, often required of college freshmen and generally carrying some credit toward graduation.

The importance of instruction in the use of the library has been keenly recognized by institutions of higher education in the United States only since the last quarter of the nineteenth century.<sup>1</sup> Sometime ago, teaching the use of books and libraries in the college and university was considered a matter of simple courtesy rather than responsibility, not a deliberate program of organized service.<sup>2</sup> As early as 1876, at a conference of librarians, Samuel Sweth Green of the Worchester Public Library argued for "the desirableness of establishing personal intercourse and relations between librarians and readers in popular libraries."<sup>3</sup> This first step in the direction of personal assistance involved guidance in the use of the library

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<sup>1</sup>Samuel Rothstein, "The Development of Reference Services through Traditions, Public Library Practice, and Special Librarianship," ACRL Monographs, No. 14 (Chicago: Association of College and Research Libraries, June, 1955), p. 101.

<sup>2</sup>Ibid., p. 100.

<sup>3</sup>Samuel Sweth Green, "Personal Relations between Librarians and Readers," Library Journal, I (October, 1876), 21.

and suggestions for the selection of materials. Officials of many of the leading institutions emphasized the value of teaching students how to use the library, urging instructors to employ library resources to best advantage.

Justin Winsor, librarian at Harvard College, in 1880, suggested taking the students by sections and making them acquainted with bibliographical apparatus.<sup>4</sup> Winsor believed that such instruction would do much to promote the use of the library. In 1881 a course in bibliography and reference works was given by Raymond C. Davis, librarian. This course was made a part of the curriculum of the University of Michigan. This effort gave great impetus to the general movement for bibliographical and library instruction in colleges and universities, and this example was followed by many other educational institutions.<sup>5</sup> Melvin Dewey, the able librarian of the Columbia College Library, had the idea that it was necessary to assign personnel specially to the task of interpretation. From this idea, the new concept of "reference service" was developed. In his first circular of information at Columbia in 1884, Dewey issued the following statement which remained the most common medium of instruction among four of the leading institutions for a number of years:

The library is not content to accumulate and safely store many thousands of volumes. Nor is it sufficient to have carefully classified and fully catalogued its treasures. With the limited time at the command of students and

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<sup>4</sup>Kenneth J. Brough, Scholar's Workshop; Envolving Conceptions of Library Service (Urbana: University of Illinois Press), p. 153.

<sup>5</sup>H. R. Evans (comp.), "Library Instruction in Universities, Colleges, and Normal Schools," U. S. Bureau of Education, No. 34 (Washington: U. S. Government Printing Office, 1914), p. 3.

investigators, and the immense amount of material with which the individual must often deal, the aid of someone fully acquainted with the resources of the library, able to discriminate between the sources of information, and adjust them to the manifold needs of readers, and at hand to impart the desired help, becomes imperatively necessary. To meet this proper demand, the library offers students the best bibliographies, cyclopedias, dictionaries, and other works of reference, and aims to induce them by example, by discriminating counsel, and by direct training, to know these books, to use them intelligently, and to acquire the habit of hunting down a needed fact.<sup>6</sup>

As a result of this concept, other leading universities began hiring reference librarians: Cornell University, University of California, University of Minnesota, Brown University, Yale University, and University of Illinois.<sup>7</sup>

The best single indication of the nature of library instruction actually practiced before World War I comes from the references to the types of patrons served. The university and college focused their attention on the undergraduate students. As a result of this preoccupation with the inexperienced library user, a major function of reference librarians in all types of libraries was explaining the use of the bibliographic apparatus. In university libraries, this activity meant that reference librarians often engaged in more or less formal bibliographic instruction with lectures, courses, and guided tours being some methods variously tried.<sup>8</sup>

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<sup>6</sup>Rothstein, op. cit., p. 28.

<sup>7</sup>Ibid., pp. 28-30.

<sup>8</sup>Ibid., p. 45.

In 1926, Ada Jeanette English, librarian at the New Jersey College for Women, New Brunswick, New Jersey, sent a questionnaire to 116 colleges throughout the United States to find out how college librarians felt about the freshman problem and what was being done toward training students in the logical use of the library. Ninety-two colleges replied. Of this number, 43, or 46 percent of the colleges indicated that they offered some type of library instruction; 23, or 25 percent of the colleges indicated that courses were required; 20, or 21.75 percent said that such courses were optional. Twenty-three, or 22.5 percent of the colleges gave credit for the course; 19, or 20.5 percent of the colleges gave the course for one semester; 65, or 6.5 percent gave the course for a full year. Thirty, or 32.5 percent of the colleges gave library instruction through the English department; 23, or 25 percent gave it during freshman orientation week. Nineteen, or 20.15 percent of the colleges agreed with Miss English that the freshmen were a problem.<sup>9</sup>

Judging from the replies received to Miss English's questionnaire, most librarians, in 1926, favored some form of instruction for students in the use of the library. A number of large universities, such as Princeton, Cornell, and Yale, felt that the number of students was too great to permit instruction. Among other reasons suggested by these large universities and colleges for not giving instruction were lack of space (Dartmouth), lack of assistants (Northwestern), lack of funds (University of Idaho), and lack of facilities (University

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<sup>9</sup>Ada J. English, "How Shall We Instruct the College Freshman in the Use of the Library?" School and Society, XXIV (December, 1926), 780.

of Pittsburgh). The librarian of Oregon Agricultural College replied that a course of this kind would wear out encyclopedias and other expensive books and merely present another problem.<sup>10</sup>

A survey conducted by the American Library Association in the same year (1926) revealed that half of the colleges and universities of more than 20,000 volumes offered some kind of library instruction.<sup>11</sup>

The Library Advisory Service established at Columbia Teachers College and the Stephens College, Columbia, Missouri, in 1932-33 are outstanding examples of library-faculty relationships which deserve special mention as an approach to the problem of providing adequate instruction in the use of the library. Both institutions advocate the library-centered curriculum, with emphasis being placed on faculty-librarian cooperation in an effort to make the library the center of the instructional program of the college. Although at the time of these reports no attempt had been made to determine the relative success of the plans, it is significant that they have been formulated to achieve closer faculty-library cooperation.

According to the report of B. Lamar Johnson, librarian and dean of instruction, Stephens College, Columbia, Missouri, and Louis Wilson on the Stephens College Experiment, a plan to facilitate the integration of the library with the instructional program by combining the offices

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<sup>10</sup>Ibid., p. 783.

<sup>11</sup>American Library Association, "Service to Readers in Public Libraries and in College and University Libraries," Survey of Libraries in the United States (Chicago: American Library Association, 1926), p. 196.

of dean of instruction and librarian was developed. As a device for strengthening the library-instructional relationship, the librarians actually participate in the teaching program. They attend faculty workshops and departmental meetings, confer with teachers and students, visit classes, help plan instruction, teach courses on how to make effective use of books, and furnish information concerning various services the library can render.<sup>12</sup>

To be certain that all students are given instruction in the use of books early in their work, teachers of introductory English and social studies courses give their students experience with basic library tools and with the mechanical features of books during the first two weeks of the school year. All faculty members are advised that students must be given repeated experiences with the basic materials to which they are introduced in their English and social studies courses. A special program of instruction is organized for those students who need individual attention.<sup>13</sup>

At Teachers College, Columbia University, the library inaugurated a program of advisory service, according to Ethel Margaret Feagley, special consultant, Teachers College Library, attempting, among other things, to carry out two provisions: instructing teachers in the use of the college library, and presenting to them library materials which would be helpful when they teach. Convinced that library instruction should not be a separate course taught by means

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<sup>12</sup>Louis R. Wilson, Mildred H. Lowell, and Sarah R. Reed, The Library in College Instruction (New York: H. W. Wilson, 1951), p. 300.

<sup>13</sup>B. Lamar Johnson, "Stephens College Library Experiment," American Library Association Bulletin, XXVII (July, 1933), 207-208.

of artificial situations but as an integral part of every subject in the curriculum, the planning of the library instruction program is, therefore, undertaken by the entire faculty. The librarian is the leader and adviser in the project and is expected to advise and assist teachers with their plans for integrated instruction.

In 1943, Lula Ruth Reed further emphasized the importance of library instruction in her article, "Do Colleges Need Reference Service?" She discusses test results and the analysis of replies of 464 freshman, 66 sophomores, 68 juniors, and 52 seniors who took Form A of her "Test on the Use of the Library for Colleges."<sup>14</sup> This study is significant in that it reveals a

...study of performance of a small group of freshmen who had just been given a brief orientation course, and suggests that even a minimum amount of planned assistance tends to advance performance to that of senior rank. In other words, by means of some definite instruction, students attained in a short time the same degree of proficiency as they acquired independently in four years of college.<sup>15</sup>

The author listed eight specific deficiencies which this study of students' performance revealed and recommended "more carefully planned and more adequately supported reference services and the greater use of signs, guides, and other mechanical aids to the better utilization of library materials."<sup>16</sup>

Lyle, as recently as 1949, expressed the opinion that current practice in library instruction still lags far behind that which has

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<sup>14</sup>Lula R. Reed, "Do Colleges Need Reference Service?" Library Quarterly, XIII (July, 1943), 232.

<sup>15</sup>Op. cit., p. 239.

<sup>16</sup>Op. cit., p. 240.



been shown in tests to be necessary, if students are to use the library effectively in their college work. He felt that special studies, numerous plans, and many articles on individual library methods of giving such instruction had not solved the problem within the past decade, but that these studies had contributed toward a clearer picture of what needs to be done.<sup>16</sup>

Obviously, then, library instruction has become a recognized and specialized function of most college and university libraries and has taken on several organizational forms; however, no standard patterns have emerged. The problems now seem to be in the policies and practices of library instruction, such as the nature and extent of instruction offered, the levels of instruction, and the methods used. As Sprague<sup>17</sup> so adequately states:

...the nature of the individual situation, such as the training and background of its students, and personnel of the library, and the faculty - should determine how and at what length such a program should be conducted. It seems equally obvious that, once the program in library orientation has received institutional approval, adequate provision of time and instructional personnel should be made, whether it is conducted as an independent entity or as a part of an already established course offering. The answer to this will be in the practiced rather than the professed objectives of the institution.

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<sup>16</sup>Guy R. Lyle, The Administration of the College Library (3d ed.; New York: H. W. Wilson, 1961), p. 150.

<sup>17</sup>Morteza D. Sprague, "Limiting the Objectives of the Course in Instruction in Library Use," College and Research Libraries, X (April, 1949), 141.

### Purpose and Scope

This study is based upon three propositions: 1) That as librarians we are interested in learning what constitutes a program of library instruction that is both feasible and effective for a particular situation; 2) that we are interested in new and improved methods of interpreting the vast amount of materials and resources of the library to students; and 3) that there is a need for a comprehensive picture of the current practices of college and university libraries in providing library instruction. It is the purpose of this study to make an analysis of periodical literature related to library instruction in college and university libraries from 1950 through 1964.

This study is limited to the writings on library instruction in college and university libraries which appear in periodical literature, thus eliminating theses, books, handbooks, guides, and other similar materials listed in Library Literature dealing with the subject.

As a result of the preliminary reading of a representative number of articles on the subject it became apparent that giving students various types of instruction in the use of the library is a common problem among colleges and universities. Librarians have tried many methods and used a great variety of materials. This study intends to give a thorough investigation of the current practices of college and university libraries in providing such instruction, to indicate and evaluate various types, methods, mechanics,

and levels of instruction in regard to objectives, content, and effectiveness in view of increased enrollments and graduate and special programs.

### Significance

This study will have significance for librarians as well as college and university officials, who are confronted with the problem of serving the library needs of hundreds of inexperienced students each day, by presenting an analysis of various types of instruction in the use of the library employed by some colleges and universities.<sup>18</sup> The study should be significant and useful in that it presents the objectives of the institution in giving the instruction and effectiveness of the programs. The information may aid librarians in planning new programs of instruction in library use and in evaluating established programs.

### Methodology

Library Literature<sup>19</sup> covering the years 1950 through 1964 was consulted under the following subject headings: "College and University Libraries," "Teaching the Use of the Library," and "Instruction in the Use of the Library." While searching for specific indexed articles many other articles containing useful information were found. One

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<sup>18</sup>"Statistics of Libraries in Institutions of Higher Education, 1951-52," Biennial Survey of Education in the United States, U. S. Department of Health, Education, and Welfare, Office of Education (Washington: U. S. Government Printing Office, 1954), p. 48.

<sup>19</sup>Library Literature (New York: H. W. Wilson, 1950-1964).

hundred and forty-six articles were found; of these 26 were not located. The following data for each of the 120 articles found were compiled on 5"x8" index cards:

Author

Title

Date

Periodical

Volumes

Page Numbers

Phases of subject treated

Annotation

A bibliography of the 146 articles was compiled in alphabetical order by author and was numbered from one through 146 (see Appendix A). The 26 references not located in the bibliography are indicated by an asterisk. The numbers of the articles in the bibliography are referred to in parentheses in Chapter II rather than using footnotes. A checklist of topics treated in the articles was made by a preliminary reading of the articles. The paragraph was used as the unit of analysis.

Attitudes and opinions that are expressed in the articles were coded by using the following symbols: a plus sign (+) was used to indicate positive opinion regarding the success of the program; a minus sign (-) was used to indicate negative opinion regarding the success of the program. A sample checklist appears in Appendix B.

## CHAPTER II

### ANALYSIS OF PERIODICAL LITERATURE RELATED TO LIBRARY INSTRUCTION

In an effort to identify the references related to library instruction, the investigator found 146 references of which 26 were not located. The references not located are indicated by an asterisk in the bibliography which appears in the Appendix. The Appendix also shows the 146 references that were indexed in Library Literature.<sup>20</sup> In view of the fact that 26 articles were not found, the analytic aspect of this study is concerned with the 120 articles that were reviewed.

The 146 references which were identified were published over the 15-year period beginning in 1950 and ending in 1964 (see Table 1). Examining Table 1, it can be observed that during the period, 1950-1964 the number of articles published ranged from a low of five in 1954 to a high of 14 in 1953 and 1962. The mode of the distribution is 11, which is the number of articles published in 1952, 1956, and 1963, respectively. The average number of articles published annually over the 15-year period is 9.73 or approximately 10. In further examining Table 1, for each five-year period, 1950-1954, 1955-1959, and 1959-1964, there was a progressive growth in the number of articles published. In these five-year periods, 1950-1954, 1955-1959, and 1959-1964, the number of articles related to library instruction published were 46, 48, and 52, respectively. This seems to be a clear indication that

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<sup>20</sup>Ibid.

there is an increasingly greater interest in recent years in library instruction in colleges and universities than there was 10 to 15 years ago.

TABLE 1  
DISTRIBUTION OF ARTICLES BY YEAR AND NUMBER

Year	Number of Articles
1950 .....	6
1951 .....	10
1952 .....	11
1953 .....	14
1954 .....	5
1955 .....	10
1956 .....	11
1957 .....	12
1958 .....	7
1959 .....	8
1960 .....	6
1961 .....	12
1962 .....	14
1963 .....	11
1964 .....	9
Total .....	146

TABLE 2  
TITLES OF PERIODICALS AND NUMBERS OF ARTICLES PUBLISHED  
RELATED TO LIBRARY INSTRUCTION

Title of Periodical	Number of Articles
College and Research Libraries .....	23
Library Journal .....	23
Medical Library Association Bulletin .....	14
Library Association Record .....	5
Wilson Library Bulletin .....	5
Library Trends .....	4
Arkansas Libraries .....	3
In Polish (Bibliolekoz) .....	3
Journal of Educational Research .....	3
Southeastern Librarian .....	3
American Library Association Bulletin .....	2
Catholic Library World .....	2
College English .....	2

TABLE 2--Continued

Title of Periodical	Number of Articles
Illinois Libraries .....	2
Improving College and University Teaching .....	2
Journal of Engineering Education .....	2
Kentucky Library Association Bulletin .....	2
Library Quarterly .....	2
Maritime Library Association Bulletin .....	2
Missouri Library Association Quarterly .....	2
South Dakota Library Bulletin .....	2
Special Libraries .....	2
Alabama Librarians .....	1
American Association of University Professors .....	1
American Documents .....	1
American Journal of Nursing .....	1
Annals Library Science .....	1
Aslib Proceeding .....	1
Between Librarians .....	1
California School Libraries .....	1
Chemical and Engineering News .....	1
Florida Libraries .....	1
Higher Education .....	1
Indian Librarian .....	1
Journal of Chemical Education .....	1
Journal of Documentation .....	1
Journal of Educational Librarianship .....	1
Journal of Engineering Education .....	1
Journal of General Education .....	1
Journal of Teacher Education .....	1
Junior College Journal .....	1
Librarian and Book World .....	1
Library Herald .....	1
Library of Congress Information Bulletin .....	1
Malayan Library Journal .....	1
Maryland English Journal .....	1
National Elementary Principals .....	1
New Zealand Librarians .....	1
North Carolina Libraries .....	1
North Central Association Quarterly .....	1
Northwest Newsletter .....	1
Pacific Northwest Library Association Quarterly .....	1
Peabody Journal of Education .....	1
Phi Delta Kappan .....	1
Saturday Review .....	1
School Library Association, California Bulletin .....	1
Tennessee Librarians .....	1
Zentralblott fur Bibliothekswesen .....	1

As can be observed from Table 2, the 146 articles on teaching college students to use libraries were published in 58 periodicals. Of these 58 periodicals, 37 were in the field of librarianship and 21 were general, educational, or subject matter periodicals. The number of articles published in each periodical ranged from a high of 23 articles to a low of one. The Library Journal and College and Research Libraries published the highest number of articles, 23 each, or 31.5 per cent of the total number. Thirty-six of the periodicals contain one article each, 12 contain two articles each, four contain three articles each, two have five articles each, one published four articles, and one, the Medical Library Association Bulletin, published 14 articles on the subject, ranking this periodical second highest in emphasis on teaching students to use libraries.

#### Types of Instruction

The 1951-52 Biennial Survey of Education indicates that 1,355 institutions of higher education offered some type of library instruction.<sup>21</sup> The seven types of instruction used for analysis in this study were secured from the Biennial Survey. Table 3 shows the types of library instruction recommended by librarians, faculty, and administrators.

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<sup>21</sup>"Statistics of Libraries in Institutions of Higher Education, 1951-52," op. cit., p. 20.



TABLE 3

DISTRIBUTION AND OPINIONS EXPRESSED IN ARTICLES  
REGARDING THE SEVEN TYPES OF INSTRUCTION

Types of Instruction	Number of Positive Statements	Number of Negative Statements	Total
Separate library course	11	. .	11
Part of other subject courses	4	. .	4
Part of freshman orientation program	13	7	20
Separate library course and part of other subject courses	96	. .	96
Separate library course and part of freshman orienta- tion program	. .	. .	. .
Part of subject courses and freshman orientation program	8	6	14
Separate course, part of subject course, and freshman orientation program	12	. .	12
Total	144	13	157

As is revealed by Table 3, in the 120 articles found, there were 144 positive statements in favor of the seven types of instruction listed and 13 negative statements. It must be noted from Table 3 that the separate library course and part of freshman orientation program was not given a numerical value in terms of positive or negative statements because it has been found throughout to be the hybrid of the other six types of instructions. For purposes of clarity, each type of instruction will be treated in this study independently of each other, and where relevant both positive and negative statements will be discussed.

### Separate Library Courses

From Table 3 it can be observed that there were 11 positive statements recommending separate library courses. There were no negative statements concerning separate library courses. William V. Jackson indicates that when this type of instruction is offered on an elective basis the enrollment in such courses often proves disappointing (69). Jackson's statement, for purposes of this study, should be regarded as a positive statement since he was in fact inferring that the library courses be included in the curriculum as a requirement and not as an elective. In general, separate library courses offered independently of any other department usually carried course credit and were, for the most part, taught by the librarian (117). Louisiana State University, for example, now offers a separate library course which is being taught by the librarian or his representative.

H. V. Deale of the Beloit College Department of Library Science advocates an introductory course in library science, applicable to all areas of the curriculum as a purely elective course which should be available to students in all colleges (34). It is of interest to note contrast between Jackson's statement (69) and Deale's statement (34). Jackson infers that separate library courses should be required and not elective; Deale suggests that separate library courses should be offered as electives. Interestingly, both writers agree that separate library courses should be offered and should be offered for credit.

In 1950, Lucy Lanphear, assistant librarian at the University of Tampa, secured approval of a one-hour, one-semester credit course in library science to be required of all freshmen and taught by the library staff (83). Even though Lanphear does not indicate whether the course was to be taught in the first or second semester of the freshman year, it is clearly emphasized that this course should be a requirement and not an elective.

John Sherman (120) has made some very strong suggestions relative to separate library courses. In his article he indicates that it is reasonable to expect that students should be instructed in the proper use of the library and the materials therein.

It seems reasonable to expect that the students' concept of the library should be brought to conform more closely to the concepts held by the librarians who are charged with the responsibility of meeting the standards of professional competence and of serving the academic community.

The need, Sherman points out, is great in educating students in the purpose and techniques of using their academic library. A semester freshman course in the use of the library might be worthwhile to consider and, this he further infers, might be particularly pertinent for prospective teachers who could do much toward instilling a love of books and their intelligent use in the minds of their students. Sherman does not discuss separate library courses in the light of electives or requirements, but he definitely recognizes the necessity for such courses in the curriculum.

Probably one of the most interesting articles recommending separate library courses was written by J. S. Sharma (118) of the

University Library, Banaras Hindu, India, where there were no provisions made in the curriculum for separate library courses to be offered during the first year of college. In essence, this statement criticizes the system and very definitely recommends that provisions should be made in the curriculum to offer separate library courses during the students' freshman year.

The statements in 11 articles as indicated in Table 3 treating separate library courses as a type of instruction were all positive. No major issue could be identified among these statements beyond the fact that some authors indicate that separate library courses should be offered as electives, others indicate that such courses should be required, and still others, for example Sherman (120), does not discuss the separate library courses as electives or as requirements but infers that separate library courses are an absolute necessity in the college curriculum.

#### Part of Other Subject Courses

Table 3 shows four articles in favor of integrating library instruction with either the humanities, social sciences, communications, or arts and sciences. At Park College, Parkville, Missouri, the freshman course in humanities is integrated with the freshman course in communications, which includes library instruction (19). Constance Hill Marteena, the librarian at Bennett College, Greensboro, North Carolina, indicates that the course in library instruction is integrated with the social sciences rather than with English (92). Verna V. Melum, teacher of library administration and readers' adviser, says formal instruction in the use of the library is accepted

as a definite part of the freshman composition course in cooperation with the staff of Swen Franklin Parson Library of Northern Illinois University, Dekalb, Illinois (95). Library instruction at the University of Illinois was integrated with the class in rhetoric (4).

The four statements treating part of other subject courses as a type of library instruction are positive. It was evident from the articles that the school, division, or class with which library instruction is integrated must depend on the organizational structure and the staffing of the institution in which this type of library instruction is used. In institutions where the English department is more adequately staffed than the division of arts and sciences for example, it seems more feasible to have library instruction integrated with English. Several attendant factors obviously must have a bearing on exactly how the integration of the courses would take place; however, even in the light of these attendant factors, the advocates of this type of library instruction are convinced that it should form an integral part of the students' education.

#### Part of Freshman Orientation Program

As may be observed from Table 3, 20 articles treat part of the freshman orientation program as a type of library instruction. Thirteen of these 20 articles are quite positive in their approach while seven are somewhat negative. The positive approaches used in freshman orientation programs to teach library use will be discussed first, and then the negative approaches will be presented.

Tuskegee Institute used its student library assistants to aid with tours and brief lectures during freshman orientation in 1957 (45). At Ponce Catholic University in Puerto Rico, the orientation committee arranged for three periods of library instruction which were conducted by the professional library staff. These three periods of library instruction were given about midpoint in the term (115). The rationale for giving library instruction at midpoint in the term is not quite clear. It would seem feasible that since library instruction is part of the freshman orientation program then it should be introduced to the student before the middle of the term.

One small college used a student library handbook, films, and the entire faculty for giving library instruction (96). Even though this is classified as part of the orientation program, the student library handbook can be used as a reference whenever the student wishes to do so. Another college offered a five-week orientation program which included library instruction but carried no college credit (44).

At Miami University (Florida) an orientation course which included library instruction was required. This orientation course carried one semester hour of credit (83). In a description and evaluation of the program of Nagpur University, India, instruction was given as part of the freshman orientation program (119). At Savannah State College, Savannah, Georgia, it was recommended strongly that the librarian be included in the orientation program (72). Closed circuit television was used in library orientation programs in the following colleges: State Normal University, Normal,

Illinois (62); Rider College, Trenton, New Jersey (55); University of Illinois, Urbana (65); Pennsylvania State University, University Park (88); and the United States Naval Academy, Annapolis, Maryland (13). A grant from the Council on Library Resources was used for a teaching machine experiment in giving library instruction during the orientation period at Mount San Antonio College, Walnut, California (29). The use of programmed instruction and teaching machines with colored photography performance frames are reported by Paul R. Wendt and G. C. Rust as being used at Southern Illinois University in Carbondale, in presenting library instruction during the orientation periods (139)(140)(141). In one instance it is reported that self concept films were used to give library instruction without the librarian being present (48). The librarian at Katnatak University, Dharnar, India, recommends that the university guide be used during orientation periods to help students understand the structure, ramifications, and use of the library (81). This university guide which is used during the orientation period may also become part of the students' permanent reference while in college.

Essentially, the articles treating part of freshman orientation program as a type of library instruction negatively were in agreement on one basic point: library instruction as a part of the freshman orientation program is inadequate. It must be carefully noted here that the negative ideas indicated by the articles were not against library instruction, but against the insufficiency of the

instruction given when it is offered as a part of the freshman orientation program. For example, the librarian at Catholic University, Ponce, Puerto Rico (115) raises the following questions:

What does the course accomplish? At the end of three classes do the students know the library? Decidedly not....they just scratch the surface of the bookworld and perhaps optimistically, we think the prospectors find more than hard rock.

The implication here is overwhelmingly clear; students cannot be given library instruction adequately at one, two, or three class meetings. Additionally, the questions raised by the librarian at Catholic University of Puerto Rico (115) seem to infer that library instruction should be given over an extended period and should necessarily be a part of the freshman orientation program.

F. R. Hartz (55) strongly recommends a four-year instructional program in the use of the library. He criticizes a program in library instruction that is limited to freshman orientation week only. Hartz indicates here that the college is trying to teach freshman students in one week what librarians have learned in one year or more of formal training. Here again the implications are loud and clear; students cannot be adequately taught library instruction during orientation week.

D. J. J. Gore (50) indicates that librarians will complain that there is no time to spare from their busy schedules to teach library science during orientation week. Gore is inferring that the limited factors are both time and staff. He thinks that after a transitional period, librarians should be able to organize their work in order that they can spend several hours per day with students who are



having difficulty in using the library. Even though these articles are classified as negative, the redeeming factor throughout all the discussions is the fact that the writers are advocating that more time be given in universities and colleges to instruction in library science.

#### Separate Library Course and Part of Other Subject Courses

Teaching college students to use libraries by means of a separate course and in connection with other subject courses accounts for the largest numbers of articles reviewed. Ninety-six of the 144 positive statements recommend that a separate library course and part of other subject courses be adopted in training college students to use the library.

Library Science I and II and offered in two consecutive semesters at the University of Maryland, Baltimore, in the School of Arts and Sciences (137). Students meet one hour per week per semester and receive at the end of each semester one hour credit, providing they have successfully completed the courses; therefore, students in the School of Arts and Sciences at the University of Maryland would have had two credit hours in library instruction upon receipt of a baccalaureate degree.

Charlotte Georgi, business administration librarian, University of North Carolina, Durham, reports on an experiment in library instruction for business students at the junior level (47). Miss Georgi did not discuss the question of credits since the program was still in the experimental stage. Indications are that she is con-

vinced that library instruction should be offered as a separate library course and part of other subject courses.

Katherine Diehl gives attention to the upper division of colleges and universities in her discussion of a program of work in formal bibliography (36). She recognizes the need for library instruction at the lower divisions of colleges and universities, but she emphasizes that as college work becomes more complex at the higher levels that the students are in greater need of knowledge about how to use their libraries.

Brice and Copeland of the Agricultural and Mechanical College at Orangeburg, South Carolina, describe their involvement and application of library instruction as a separate library course and part of other subject matter courses (16). It was evident from their discussion that they found this type of instruction (separate library course and part of other subject matter courses) satisfactory and rewarding for the students.

John Clemons of Florida State University, Tallahassee, Florida, reports in some detail on a separate library course and part of other subject matter courses. Clemons obviously is satisfied that offering a separate library course and part of other subject matter courses is the most effective way in giving library instruction to college students (27).

R. S. Taylor describes a library program at Lehigh University, Bethlehem, Pennsylvania, which adopts a separate library course and part of other subject matter courses as their method in giving

library instruction (129). Additionally, Taylor uses a coordinated program based on information rather than on books in teaching library science to his clientele.

In 1953, Gerald Jahoda reports on the results of a survey of graduate schools offering courses in chemical literature (70). In this survey it was found that a high percentage of graduate schools are using a separate library course and part of other subject matter courses as a means of teaching library science.

An organized course of library lectures given at the University of Otago is described in the August 1957 issue of New Zealand Libraries (59). These organized lectures on library science relate directly to the technique of using a separate library course and part of other subject matter courses as a useful type of library instruction.

As indicated in Table 2, a number of articles appear during the period of this study in the Medical Library Association Bulletin. These articles are on library orientation (138), the need for instruction in library use (87), teaching medical bibliography (106), faculty and student library use (102), teaching library use (38)(145), and an audio-visual program for medical and dental school library (30). From these articles, it became evident that the separate library course and part of other subject matter courses as a type of instruction is an accepted principle by the authors of the articles identified in the Medical Library Association Bulletin.

The Medical Center Library of the University of Alabama, Tuscaloosa, Alabama, emphasizes visual aids, booklets and charts in

giving instruction in the use of the medical and dental library (31). The College of Dentistry Library at the University of New York offers a three-hour orientation period for faculty and students (64).

Gilbert Dalldorf reports on the medical bibliography program at the State Department of Health, Albany, New York (33). Formal instruction in medical bibliography is offered at Tulane Graduate School of Public Health, New Orleans, Louisiana (91). Scientific bibliography is taught on the graduate level to student pharmacists at the Massachusetts College of Pharmacy, Boston, Massachusetts (112). Mary Agnes Wolfe at the College of Pharmacy, University of Minnesota, recommends posting a monthly reading list to stimulate reading as a part of the orientation program (144). Orientation programs are provided for student nurses at Bellevue Hospital, New York City (14); Michael Reese Hospital, Chicago (102); and Saint Elizabeth Hospital in Covington, Kentucky (24).

Nova Scotia Technical College, Halifax, Nova Scotia, offers a course in technical literature to the engineering students on the junior level (68). William S. Budington gives an account of a formal course employing engineering techniques, requiring one hour per week, carrying one semester credit hour, at Columbia University, New York, New York (17). Melvin J. Voight, assistant librarian, of the University of California describes a course on the use of printed materials in engineering and science for the undergraduates (134). J. E. Allerding indicates that there is a definite need for integrated programs of library service for engineering students at all grade

levels (1). G. W. Bonn discusses in some detail a bibliodynamics laboratory in which instruction in library methods, techniques and development of the habits of reading and research are taught (15).

Library instruction in teachers colleges has been noted also. E. E. Garber discusses in an article the need for library education for teachers (46); Francis Henne discusses the importance of teacher education in library use and materials for elementary school teachers (61); John Russel reports in his "library self-survey" what to look for in the area of training in the use of library materials (113); Dorothy S. Fagerburg emphasizes how important it is for future teachers to learn how to use the library (42). Such training in library use she implies should be placed in the curriculum of all future teachers.

From the articles reviewed, it would appear that the separate library course and part of other subject matter courses as a type of instruction in library science has met with great success. The essence of this type of instruction rests with the fact that each student becomes a semi-specialist in using the library and its resources in his specific field. For example, the engineering student would be familiar with that section of the library which treats of engineering literature; the medical student would be familiar with that section which treats of medical literature. Basically, the separate library course and part of other subject matter courses as a type of library instruction caters to the students' individual interests as well as their overall education in library science.

Separate Library Course and Part of Freshman Orientation Program

No articles were placed in the category of the separate library course and part of freshman orientation program because of their similarity to other combinations. Articles in this category may have been placed in the third, sixth or seventh categories appearing in Table 3.

Part of Subject Courses and Freshman Orientation Program

Fourteen articles have been placed in part of subject courses and part of freshman orientation program as a type of instruction in library use. Of these 14 articles, six were somewhat negative and eight were quite positive in advocating the use of part of subject courses and the freshman orientation program as a type of instruction.

Library instruction given as part of subject courses and the freshman orientation program was indicated in Lucy Lanphear's survey of Florida libraries (83). The University of New Hampshire, Durham, reference librarian and English instructor state that freshman exercises in library use have suffered certain weaknesses and they recommend a better program (108). Mary Chaney, Friends University, Wichita, Kansas, made a series of questions to stimulate browsing after a lecture series on library use (22). At Montana State College, Bozeman, Montana, Heathcote discusses the problem of freshman orientation with the English faculty and came to the conclusion that the best time to teach the freshman the use of the library is when he realizes the need for it (60). The English department and the library have been cooperating to improve the quality of freshman

research papers at Owens College, Flushing, New York (12). Robert L. Coard, teacher of freshman English, State Teachers College, Minot, North Dakota, conducts his own students on a library tour during the regular scheduled class hour rather than turn the class over to the librarian because he knows his students and can coordinate the tour with previous classroom instruction (28). Other reports cover library courses at the University of North Carolina, Chapel Hill (103), University of Arkansas, Fayetteville (132), Northeastern University, Boston, Massachusetts (98), and Duquesne University, Pittsburgh, Pennsylvania (86).

E. M. Clark, Centenary College of Shreveport, Louisiana, reports to the faculty on their method of motivating student use of the library (25). Robert Taylor reports on a coordinated program of library instruction at Lehigh University, Bethlehem, Pennsylvania (129), and Sister Mary Chrysantha conducted a library survey of the effectiveness of the library instruction at the Felician College Library, Chicago, Illinois (23). E. F. Waterman of Montgomery Junior College, Tokoma, Maryland, conducts a junior college library instruction program for entering freshmen (135). The foregoing discussion dealing with library instruction as a part of subject courses and freshman orientation programs treats positively and favorably this method as effective in presenting instruction in library use.

Eleanor Delvin, assistant reference librarian, Ohio University, Athens, Ohio, indicates that the orientation of the freshman in the use of the library is only one facet of a larger

instruction and that such a program of orientation operates in a vacuum if it is not an integral part of the whole collegiate program (35). In addition, Delvin points out that one of the primary sources of dissatisfaction is the fact that cooperation between faculty and library staff is too limited.

Patricia B. Knapp indicates that planned instruction in the use of the library at the college level is still quite generally limited to one or two orientation lectures and perhaps a "library paper" in freshman English (78). W. V. Jackson states that competence in library use, like competence in reading, is clearly not a skill to be acquired once and for all on any one given level in any one given course (69). It is rather a complex of knowledge, skills, and attitudes which must be developed over a period of time through repeated and varied experiences in the use of the library resources.

Waterman points out also that there is a need for greater cooperation from the entire faculty in orientating the student to the use of the library, and it should begin with the simple mechanics of the student approach to the library as an instructional materials center (135). Additionally, Waterman also points out that no amount of mass information in the classroom can eliminate the need for individual assistance in the library. Waterman recognizes that the staff is overworked, but he is implying that if the objectives of library science must be achieved then additional staff must be brought in. Delvin makes a similar observation when she indicates



that libraries are shortstaffed and that the librarians are overworked (35). She further points out that there is never enough time, money or space to do the things the campus expects of them and that the librarians expect of themselves.

The negative statements discussed are not in the light that presenting instruction in library use as part of subject courses and freshman orientation programs is not a good method of teaching library science; rather the negative statements are concerned primarily with the insufficiency of the time spent in library instruction, the lack of qualified staff, shortage of space and money, and, probably the most crucial, the lack of cooperation between faculty and librarians.

#### Separate Course, Part of Subject Course, and Freshman Orientation Program

Twelve articles discuss the separate course, part of subject course, and freshman orientation program as a useful and efficient method of giving instruction in library use. As is indicated in Table 3, all 12 articles take a positive stand in defending the values of the above mentioned method.

In 1956, Patricia Knapp proposed a program for presenting instruction in library use as an integrated part of content courses (78). In 1961, she described a detailed program of integrated instruction which she called a sociological-anthropological study to be used at the Monteith Library, Wayne State University, Detroit, Michigan (77). In 1964, she evaluated and published in detail the results of her Monteith Library experimental program; the effective-

ness, problems and conclusions, including the revisions for the future program (76). At the University of Otago, New Zealand, the separate course, part of subject course, and freshman orientation program has been practiced for some years and was composed of instruction with lectures by the librarian (59). Freshmen tours were taken in small groups; honors and research students and members of the junior staff were taken on separate tours, and lectures were given regularly on relevant and related bibliographies. B. C. Bartlett reports on a similar integrated program in the April 1964 volume of American Library Association Bulletin (8). In 1961, Helen Wheeler, in an article entitled "Library Instruction and the Junior College" discusses an effective integrated library program designed to be used in junior colleges (142). The program as is discussed by Wheeler could be expanded to apply to all colleges and universities. Virginia Military Institute, Lexington, Virginia, has initiated an integrated library instructional program (93). Stanley Truelson, librarian, State University of New York, Upstate Medical Center, Syracuse, New York, has proposed integrated library instruction for the medical students (131). Jack M. Plotkin, circulation librarian at Stanford University, Stanford, California, strongly advocates an integrated library instructional program (105). Georgia Faison, reference librarian, University of North Carolina, Chapel Hill, North Carolina, discusses the educational effectiveness of their integrated library instructional program (43). Recognizing the fact that library instruction was being pushed into the background because of large enrollments, Mary Hale, assistant librarian, of the University

of Chattanooga Library, reports the results of a survey in the Tennessee Librarian, April, 1953, of eight college programs in library instruction. She evaluates the programs and recommends an integrated program of instruction in three phases (53).

The integrated instructional program in library use seems to have been successful wherever it was tried. The intricacies involved initially in programming must be thoroughly worked out in order to insure rewarding results.

Emphasis Given to Library  
Instruction in Colleges and Universities

Universities and colleges differ widely in the emphasis that should be placed on library instruction. In some institutions college credit is given for the course or courses taken in library use, in others no credit is given. Table 4 indicates the opinions expressed with regard to the value of courses in library use in the college curriculum.

TABLE 4

DISTRIBUTION AND OPINIONS EXPRESSED IN ARTICLES REGARDING  
THE VALUE OF COURSES IN LIBRARY USE IN THE CURRICULUM

Type of Emphasis Given to Instruction in Library Use	Number of Articles Advocating	Number of Articles Not Advocating	Total
Credit	15	-	15
Non-credit	3	1	4
Required	15	-	15
Elective	9	1	10
Total	42	2	44

From Table 4 it may be observed that 15 articles indicate that credit should be given for courses taken in library use and 15 articles indicate that such courses should be required in the curriculum. Three articles indicate that courses in the use of the library should be offered on a non-credit basis while nine articles indicate that courses in library use should be offered as electives.

#### Methods of Instruction

The methods of giving library instruction under the seven types of instructional plans appearing in Table 3 vary to some extent. Table 5 indicates the distribution and opinions expressed in articles regarding methods of instruction.

As is indicated in Table 5, 42 articles recommend tours as a method of giving library instruction, and six articles take a negative approach to tours as a method of giving library instruction. The educators who take a negative approach to tours indicate that large enrollments make it difficult to conduct tours in view of the fact that both space and staff are limited.

One hundred and four articles advocate the lecture method. Sixty-five articles recommend that lectures should be given by the librarian, 12 articles recommend that lectures be given by the classroom instructors, and 27 articles recommend a combination of lectures by librarians and classroom instructors.

TABLE 5

DISTRIBUTION AND OPINIONS EXPRESSED IN ARTICLES  
REGARDING METHODS OF INSTRUCTION

Methods of Instruction	Number of Articles Advocating	Number of Articles Not Advocating	Total
Tours	42	6	48
Lectures:			
Librarians	65	4	69
Classroom instructors	12	8	20
Librarians and class- room instructors	27	-	27
Various mechanics of instruction:			
Handbooks, guides, and textbooks	47	3	50
Audio-visual aids	23	-	23
Problems	37	2	39
Quizzes	20	2	22
Films	34	-	34
Bibliographies	90	3	93
Automation	4	-	4
Total	401	28	429

The lecture method is recommended rather highly if given in combination with some audio-visual materials; however, the current trends lean towards programmed learning and closed circuit television in presenting library instruction. Sometimes, in cases where there are large enrollments, taped lectures are used. Four articles are

opposed to the librarians giving lectures in the use of library. Their opposition is based primarily on the fact that the librarians have enough to do and should not be burdened with additional work in terms of being asked to give lectures on library use. One instructor felt that he could coordinate library instruction with his classwork better and he gave his own library orientation lectures. It is interesting to note that regardless of the opposition to librarians giving lectures they are generally asked to lecture to groups brought to the library.

There were 12 positive discussions and eight negative discussions on lectures given by the classroom instructor on library use. Many classroom instructors felt that a chapter in an English textbook gives enough information on the use of library materials. Other teachers express the feeling that the librarian takes up too much of the class time. Many classroom instructors feel that they are sufficiently proficient to teach library use to their students.

Twenty-seven articles advocate that lectures be given by both the librarian and the classroom instructor. As is indicated in Table 5, there were no negative opinions expressed against lectures being given by both librarian and classroom teachers in teaching library use. When lectures are given by both librarians and classroom teachers, good public relations, cooperation among faculty, librarian and students are the ultimate results. Often the teacher invites the librarian to the class to explain the unit of library

instruction; however, the teachers take their students to the library where they can be taught within a library setting.

Forty-seven articles favor the use of various mechanics of instruction in library use, such as handbooks, guides or textbooks. Three articles take a negative approach to the use of various mechanics of instruction. The negative statements indicate that handbooks, guides, etc., are usually dull and unattractive and that students are likely to place these handbooks and guides in their notebooks and forget about them.

Some of the programs offering formal training in library use, either independently or in cooperation with other courses, indicate that most of the textbooks used for giving library instruction are the English or communications textbooks with a chapter on library methods. A. L. Krishman, in an article appearing in the December 1962 issued of Annual Library Science, discusses the use of a library handbook or guide for the initiation of freshmen into the university library (81). In many university settings it has been recommended that manuals be compiled in library instruction to fit students' needs; this is particularly effective for formal programs in library use. One outstanding example of such a program is described in an article by Eleanor McCann, librarian at Duquesne University, Pittsburgh, Pennsylvania, in which she gives a full account of the procedures and methods used in developing a manual for the benefit of the large enrollment of freshmen entering Duquesne each year (86).

Twenty-three articles discuss or mention some type of audio-visual aids; some advocate diagrams of reading rooms and/or large printed labels placed in various sections of the libraries and other academic buildings for the purpose of identifying various reference tools or giving directions in the library building (112).

Many articles written since 1950 indicate that the increasing enrollment of new students each year has made it necessary to revise various programs of library instruction to try to solve the problem of time, space, and insufficient library staff, among other things, needed to instruct the vast number of students uniformly, interestingly, and effectively as to how to use the library and its materials. The impression that audio-visual aids may be the solution to this problem seems to grow increasingly more evident. In addition to compiling manuals, McCann recommends that "custom made" slides be made to supplement the manuals in giving library instruction (86). In 1954, Elizabeth Cooper, order and display librarian at the Medical Center Library, University of Alabama, reports that her school had, to some extent, solved the problem of giving each newcomer adequate orientation by using lantern slides with the lectures (31). For permanent reference the slides are photographed with an explanation of each, mounted in the form of booklets and charts, and are conveniently placed in the library. In 1955, Louis Boland, professor and librarian, United States Naval Academy, Annapolis, reports the use of closed circuit television in the classroom on library techniques in an effort to integrate the activities of the library and the class-



room (13). The Northeastern University library orientation program was introduced during the 1954-55 school year. One year later, Roland Moody and Albert Donley evaluated the Northeastern University library orientation program, which, was using primarily audio-visual aids, and found that the program had achieved its objectives (98). The Pennsylvania State University Library made use of closed circuit television for the first time for its orientation program in the fall of 1957 (88). At the University of Liverpool an hour's lecture with lantern slides of the library was the solution to the problem of orientating large numbers of newly-arrived undergraduates, as reported in the Library Association Record, 1958 (58). Illinois State Normal University tried closed circuit television in 1961 as a result of an article written by Mrs. Fagerburg in September, 1959, Library Journal (42). Robert Hertel gives an account of audio-visual aids from three points of view (62). At the University of Houston, Texas, in September, 1961, all organized houses and dormitories set up stations to receive orientation by television and special students were designated as discussion leaders for each (65). In California School Libraries, November, 1963, Frances Erickson introduced an audio-visual aid for library instruction in the form of large colorful charts with spiral bindings, believed to have educational value and adaptable to any level. However, it was prepared for grade school (39). Paul Wendt and Grosvenor Rust, Southern Illinois University, Carbondale, Illinois, introduced automation as a solution to the problems of

freshman orientation in library science (139)(141)(140). Wendt and Rust gave the results of an experiment designed to use automated techniques in library instruction. The results from the experiment as reported by Wendt and Rust were not only satisfactory but quite convincing that students can be taught library use by automated techniques. Ralph E. McCoy in an article entitled "Automation in Freshman Library Instruction" also indicates that automated techniques can be successfully used in teaching library use (89). A less sophisticated automated library instruction program was also reported by U. S. Geriach (48). The program discussed by Geriach used 8mm films sealed in a cartridge which are called self-concept films. These films deal with task analysis and require responses from the learner. Frederick Hartz, circulation librarian at Rider College, Trenton, New Jersey, in an article published in Improving College and University Teaching, Spring, 1964, suggests that the need for a four-year program coupled with increasing enrollments necessitates a better method of transmission; the new medium of communication suggested is closed circuit television (55).

Table 5 indicates that 39 articles discuss problems as a method of teaching library use. Two of the 39 articles were opposed to using problems as a method of teaching library usage. The sources of opposition indicate that problems as a method of teaching library use encourages cheating; moreover, time and large numbers of enrollees would not permit adequate assignment of problems. Assigning problems as a method of teaching library use

was particularly advocated by most of the formal programs and short orientation programs.

There are 20 positive statements and two negative statements as shown in Table 5 which discuss quizzes as a method of giving library instruction. The negative statements indicate that quizzes encourage dishonesty among students enrolled in courses in library use.

There are 34 articles advocating that films be used as a part of the method used in giving library instruction. Included in films are slides, closed circuit television, and self-concept films; but these have been treated in the discussion on audio-visual aids.

There are 93 articles as shown in Table 5 which discuss using bibliographies as a means of giving instruction in library use. There are three articles which take a negative approach to using bibliographies as a method of giving library instruction. The educators objecting to using bibliographies as a method of giving library instruction were concerned with the fact that bibliographies as such should be related to specific courses.

Since automation is relatively new it is discussed in only four articles, but many articles infer that this type of approach will likely be the answer to freshman orientation problems in the future. It should be noted that the use of automation is still in the experimental stage.

### Levels of Instruction

Several of the articles reviewed are concerned with levels of instruction. Table 6 indicates the distribution and opinions expressed in articles regarding the levels of instruction.

As is indicated in Table 6, 63 articles recommend that instruction in library use should be given at the undergraduate level, 44 articles recommend that library instruction be given at the upper division and graduate levels, and 57 articles recommend that library instruction be given in the professional schools. It should be made clear that although 101 articles recommended library instruction in graduate and professional schools these articles were not unfavorably disposed to library instruction at the undergraduate level. In essence, these articles were indicating that in addition to library instruction in undergraduate schools, library instruction should also be given and accelerated at the graduate levels and in the professional schools. The rationale here is quite sound since it is in the graduate and professional schools that most students are deeply involved in research of various kinds. Patricia Knapp emphasizes this point in her article, "A Suggested Program of College Instruction in the Use of the Library" (78). She lists five objectives which she considers important for teaching the use of the college library:

1. The student should understand the nature and function of reference materials; that is, the kinds of information available in various kinds of sources in special subject fields.
2. The student should appreciate the value of the library as a source of information.

3. The student should understand the nature and function of bibliographical apparatus; that is, the way books, periodicals, government documents, etc., are listed, so that: (a) the general reader can find his way around in the literature of a field, and (b) the subject specialist can keep up with new developments.
4. The student should understand the function of literature-searching as a necessary step in problem-solving, as simply the use of an important and available resource.
5. The student should be able to locate and to select various kinds of library materials from the subject approach, such as: (a) general background reading matter, (b) critical and evaluative material, reviews, etc., (c) opinion, theory--both sides of controversial issues, (d) factual data, information, how-to-do-it material, etc., (e) materials for illustration, aesthetic enjoyment, etc.

TABLE 6

DISTRIBUTION AND OPINIONS EXPRESSED IN ARTICLES  
REGARDING THE LEVELS OF INSTRUCTION

Levels of Instruction	Number of Articles Advocating	Number of Articles Not Advocating	Total
Undergraduate	63	-	63
Upper division and graduate	44	4	48
Professional schools	57	-	57
Total	164	4	168

William V. Jackson says, "an adequate program of instruction in the use of the library should operate on an advanced as well as an elementary level." Mention has been made on the poor showing of

graduate students on a comprehensive examination on how to use the library (69).

### Evaluation of Instruction

Many surveys and evaluations of methods and results on library instruction in colleges and universities have been published in library and professional literature. During the period of 1950 through 1964, there were a number of such studies published in varying degrees of detail. For the purpose of summing up and discussing some of the points in mutual agreement, one of these articles is discussed detail:

In 1950, the Wilson Library Bulletin published an article written by Rose Z. Sellers, special service librarian, Brooklyn College, entitled "What Shall We Do for Our Freshman?" (117). Sellers summarizes and evaluates the various methods of instruction which include tours, types of lectures, and place of instruction in the curriculum. In her conclusion, she notes that the freshman training program in library use varies considerably from one institution to the other in every conceivable respect. The extent and content of the programs may range from a guided tour of the library to a regular course carrying credit. There is no uniformity among institutions of higher learning in their approach to giving instruction in library use. A few of the methods used will be discussed here, and it is hoped that this discussion will set the stage for objective evaluation of library instruction.

Tour--Giving students a tour of the library and other campus buildings during orientation week is the least satisfying of all

techniques used in giving library instruction. Just how much can a college freshman learn about the many intricacies of a library during one hour? Definitely not too much if anything at all; therefore, the tour as a method of giving library instruction serves only to introduce the student to the physical facilities available.

One-lecture plan--Among the more popular methods adopted in giving library instruction is the one-lecture plan. This plan is frequently combined with the tour as is done at Brooklyn College in cooperation with the English department, and at the University of Pennsylvania. Subjects covered in the lectures are: types of catalog cards, encyclopedias, various types of reference materials, and steps in compiling a bibliography. To further assist the student, a handbook covering all salient points in the lecture along with other relevant material is provided for the student. This permits the student to review from the handbook as it becomes necessary to do so.

Film and lectures--The combination of film and lecture as a means of giving library instruction is also quite popular among colleges and universities. At Temple University, Philadelphia, Pennsylvania, a two- to four-hour course in library use is given freshmen at the request of the faculty. During the first hour, they see the film entitled "Found in a Book" and have the various catalog cards explained to them. During the second hour, they concentrate on indexes, bibliographies, and reference tools. A mimeographed handbook which explains the services of the library

is distributed after the lecture and comes as an additional key to the library's resources.

A similar arrangement (film and lecture) is in operation at State College, Fairmont, West Virginia. At Fairmont, a film entitled "Those Three Keys" was produced on the campus, the keys being the card catalog, the encyclopedia, and the Readers' Guide to Periodical Literature. The film has no sound track but does have a live commentary supplied by the assistant librarian over a loud speaker. Generally the film is shown to students during the third week of the term and all students are required to attend. During the same week, students come to the library where they are given additional lectures on the location of the three keys.

Multiple lectures--Multiple lectures on library use are relatively common among universities and colleges. At Suffolk University in Boston, Massachusetts, four lectures on library use are offered. It is mandatory that all freshmen attend these lectures. The first lecture covers general library regulations and the location of library materials in the library; the second lecture covers reference books; the third covers preparation of the bibliography and offers suggestions on how to study; and the fourth and final lecture deals with books and periodicals.

In 1941, Rutgers University in New Jersey adopted a multiple lecture plan in which seven lectures were devoted to the use of the library. For all practical purposes, this was included in the English curriculum because the seven hours involved in the lecture series were taken out of the time in which English was to be taught.



Additionally, all students had to pass successfully the examination set on library use before they could successfully complete their English course.

Library course--The most outstanding and probably the most popular approach to library instruction is that which requires all students to take at least one library course for credit. At Louisiana State University, Baton Rouge, Louisiana, for example, a course is offered in library use which carries one semester credit hour and is offered independently of all other departments in the university. The content of the course includes library regulations, the parts of a book, making a bibliography, the card catalog, indexes, encyclopedias, yearbooks, and other relevant areas in library use.

At the University of Pittsburgh, an even more elaborate course in library use is being offered. This course is open to all freshmen who wish to have for one hour a week formal course work in library use for two semesters. In the first semester, students cover in their formal course work the different parts of a book, trade catalogs, card catalogs, magazine indexes, note taking, and the compilation of bibliographies. The second semester is devoted to a study of general and special reference books. Towards the end of the course, each student is asked to prepare a bibliography with no less than one hundred entries. The subject on which the bibliography is prepared is of the students own choosing and should include entire books, parts of books, magazine articles, encyclopedia articles, and government documents. The unfortunate situation in this par-

ticular case is that the course is voluntary and reaches only those students who are alert enough to participate in it.

The five methods of instruction discussed must be evaluated with the uniqueness of the college setting and the many attendant factors which prompted the college administrators and/or librarians to select one method against the other. None of the methods are completely flawless but one or two stand out above the others and offer more promise as a means of teaching library use. The most popular used mechanics of instruction are audio-visual aids, student library handbooks, and textbooks on library usage. These mechanics are good but only when adequate follow-up work is carried out and the student demonstrates that he can apply what he has been taught. Follow-up may take several forms: quizzes, examinations, and practical demonstrations by the student as to how much he knows about using library materials. Regardless of what method or combination of methods are used to follow-up the student, instruction in library use is only meaningful when the student is sufficiently equipped to use the resources of the library to further his academic excellence. Is there an ideal library instruction program that is applicable in any and every college? The answer to such a question is 'no' since all colleges are not identically structured; moreover, philosophical differences among college and university administrators would be a major inhibiting factor to any stereotyped library instruction program. The object of the discussion here is not to determine which program is ideally suited for colleges and universities but

rather to look at the programs discussed and evaluate them on their own merits.

Probably the most undesirable of the programs in library instruction is the tour; this method of giving instruction is all but useless unless it is given in combination with lectures on library use and even then time does not always permit this procedure. The one-lecture plan is equally as inadequate as the tour. This lecture is usually delivered before school gets underway; therefore, it has become a frill to the students' education. The student, more often than not, does not relate this lecture to his formal college education; under the circumstances, this method is ineffective.

William Jackson's article "The Interpretation of Public Services," published in Library Trends, 1954 (69), made the following observations:

A comparison of three lists of topics usually included in such courses reveals substantial agreement on the following points: card catalog, periodical indexes, major reference books, compiling a bibliography. Other points which may be discussed include the following: parts of the book, note taking, arrangement of books, government documents, buying books, and introduction to subject bibliography.

. . . . Extensive offering of such courses, especially if required, would place a heavy burden on the library, and special provision would have to be made for adequate instructional staff.

. . . . The college or university that establishes a three-level program (the general course for undergraduate students, the advanced course for upper division and graduate students, and 'graduate courses in the bibliography and research methods of each of the principal fields of graduate study') is providing an integrated program of library instruction and offering its students progressively more specialized courses to meet their bibliographical needs.

E. J. Josey concluded in his article "The Role of the College Library Staff in Instruction in the Use of the Library"

(72) that:

College librarians must emphasize the following two inescapable points to their teaching colleagues. First, students' knowledge of using the library strengthens the relationship between the library and the instructional program, and second, professionally trained librarians who teach the skills of library use will not usurp the responsibilities of the faculty, but will supplement their efforts, for librarians alone are aware of the bibliographical and guidance services that the library staff is capable of offering. The essentiality of the times is the need for the integration of college libraries more completely with the curriculum, through a coordinated program of instruction in the use of the library.

The multiple lecture and the course offered in library science hold out the most promise and, as of now, they are the two methods that are most likely to stand the test of time.

First, multiple lectures can be most effective if it is mandatory that all freshman students attend. Additionally, these lectures should cover a period of one year and serious consideration should be given to allowing credit to those students participating in the multiple lecture series. No concrete recommendation can be made here, but lectures should be given as often as the organizational pattern of the institution will permit, providing, of course, that the institution has adopted the multiple lecture plan.

The most acceptable method of giving library instruction is the regular course. This course should meet once a week for the entire semester and be required of all freshmen. It should be taught by the librarian, offered independently of any other department, and carry college credit(s). The course in library use has

both standing and substance and is the answer to departmental complaints which indict the library staff for taking up too much time in giving lectures to students in library use. The regular course has its limitations, especially in institutions with large enrollments of freshmen. There are few college libraries with staff sufficiently large to handle a regular course in library use with freshmen enrollments of 500 or above. Assuming that this limitation in particular could be overcome, then library use as a course would be ideally suited for all institutions.

#### Attitudes and Opinions Regarding Instruction

The attitudes and opinions of those concerned with library instruction were for purposes of this paper divided into three categories: librarians, faculties, and administrators. Table 7 shows the analysis in each category and the number of positive and negative articles related to library instruction.

TABLE 7

#### ATTITUDES AND OPINIONS EXPRESSED IN ARTICLES REGARDING LIBRARY INSTRUCTION

Academic Personnel	Number of Positive Articles	Number of Negative Articles	Total
Librarians	45	20	65
Faculties	30	15	45
Administrators	13	6	19
Total	88	41	129

From Table 7, it may be observed that a total of 129 articles were reviewed in relationship to attitudes and opinions in giving library instruction. Of these 129 articles, 88 were positive and 41 were, for various reasons, negative toward giving library instruction.

Forty-five articles support the idea of librarians giving library instruction while 20 articles are against librarians giving library instruction. Those who have expressed negative feelings state that these were usually due to other factors involved, such as the minimum of time allowed for instruction, the problem of handling large groups of students, insufficient funds, shortage of library staff, and the students' attitudes toward the instruction. The time is usually wrong and, consequently, ineffective. Others expressed the opinion that the students should learn to use the library in a natural way, not an artificial one. A few feel that the responsibility of teaching library instruction should be that of the instructor. Still others are of the opinion that teaching library instruction in conjunction with other subject courses is not always a satisfactory arrangement because the attitude of the instructors varies in degree of enthusiasm and competence. However, the majority of librarians express the opinion that they should teach library instruction. Many feel that separate courses are more effective, while individual contact is favored by some. A large number of librarians are of the opinion that faculty members are not trained to teach library instruction because they are not acquainted with the local techniques, methods, procedures or organization, the

physical plant and divisions, and various facilities. The students should meet and feel at ease with the library staff. The other school of thought among librarians is that the cooperative arrangement with subject courses and instructors brings about good public relations between the teaching faculty and librarians. Recent opinion among librarians leans toward the integration of the library program with the subject courses. It is felt that a coordinated program will bring about better understanding and relationship between students, teachers, and librarians.

Table 7 indicates that 30 articles favor library instruction being given by faculty members and 15 express a negative attitude toward library instruction being given by faculty members. Many librarians have received notes of appreciation from the classroom instructors after orientating the students in the use of the library. Some instructors request the librarian to come in and give a lecture to their students or to bring their classes to the library to be orientated by the library staff. Other instructors have resented having the librarians come to their classes; they have insisted on instructing their own classes and also conducting their own tours of the library.

A total of 19 articles discuss administrators and their relationship to library instruction. Six of these 19 articles as indicated in Table 7 take a negative approach toward the administrators' involvement in library instruction. The common opinion indicated or expressed in the articles is that the administrators

must be convinced that library instruction is important enough to be included in the curriculum, that instruction by chance or for one or two hours is inadequate even if the tour of the library is included. Additionally, administrators must be convinced that many college students receive poor grades because of their inability to locate information related to their courses. Finally, administrators must be made to know that knowledge of using the library effectively is an unequalled buttressing force to classroom instruction.



## CHAPTER III

### SUMMARY AND CONCLUSIONS

The purpose of this study was to make an analysis of periodical literature on library instruction from 1950-1964, to indicate and evaluate various types, methods, mechanics, and levels of instruction, and to provide a comprehensive picture of the current practices of college and university libraries providing library instruction. In this study the whole article was used as a unit of analysis. Library Literature was consulted for references on library instruction, and many other articles were located while searching for specific indexed articles.

A brief history of library instruction was given in Chapter I of this study. According to the history, library instruction to some degree has always been practiced. The first formal type of library instruction was a course in bibliography and reference work.

Chapter II discusses the types of instruction listed by the 1951-52 Biennial Survey of Education as most frequently used. Table 3 is a tabulation of the types of library instruction which librarians, faculty members, and administrators advocated. Indicated types are: (1) separate library course, (2) part of other

subject courses, (3) part of freshman orientation program, (4) separate library course and part of other subject course, (5) separate library course and part of freshman orientation program, (6) part of subject courses and freshman orientation program, and (7) separate course, part of subject courses, and freshman orientation program.

Table 3 indicates that freshman orientation accounts for a large share of library instructional programs currently in practice, either as a part of an orientation program or in combination with other courses. There were 20 articles advocating instruction as a part of orientation program; three of these were foreign surveys, two were technical schools, and seven articles expressed negative opinions to the effect that it was felt inadequate. There were 14 articles which discussed library instruction presented as part of subject courses and freshman orientation program. Eight of the articles advocate this type, but six expressed negative attitudes towards it because the librarians often took up too much of the class time. In this category fall the most recent articles advocating an integrated type of instruction which strives to cover each level of instruction from the freshman to the graduate, if the college has a graduate level. Programs for the integrated type of instruction are usually divided into three parts: freshman orientation, introduction to bibliographical research, and bibliography and research for the graduate level.

Number four on Table 3, separate library course and part of other subject courses, accounts for the largest number of articles

advocating programs actually being given. An interesting point of observation is that this group is composed mainly of bibliographical courses in subject areas in technical or professional schools for the upper division, graduate or even higher level, and thus marks the shift of interest from the freshman alone and leans towards the integral type of instruction.

Number one on Table 3, Separate library course, indicates 11 articles advocating or recommending separate library courses, and even though it is favored by many only two such programs were actually being given due to the fact that very few librarians are able to convince the administration that library instruction is important enough to merit a place in the first year curriculum. Nine articles merely recommended separate library courses as the preferred method of teaching the use of the library. However, there were courses in the curriculum of the various subject areas, such as the arts and sciences, humanities, and the social sciences, but they obviously are slanted toward a particular subject.

Number two, part of other subject courses, indicated only four programs; two are part of a foreign survey. This is not strange for this type of instructional program is included in combination with other types on the list.

Last on the list is number five, separate library course and part of freshman orientation program. No articles are indicated for this type of instruction is included in combination and placed with number three, six or seven (see Table 3).

The value of the course in the curriculum as expressed in Table 4 indicates that 35 articles advocate that the library instruction courses should be given credit, usually one or two semester hours. Included in this area are the various bibliographical courses. Non-credit received only three favorable expressions. Thirty-seven articles favor required courses; only nine advocate elective courses.

Table 5 indicates that 42 articles favor library tours, and six express negative opinions to the effect that library tours with brief lectures are inadequate. Lectures by the librarians are advocated by 65 articles. On the other hand only 12 articles advocate that the lectures be done by the classroom instructor. The popular opinion seems to lean toward the fact that librarians are more capable of explaining the methods, techniques, and procedures of the library. But opinions of such lectures being given by the librarian and classroom instructor indicate that these are cases where library instruction is held in conjunction with other courses, and the librarian obviously gives the lectures on library use or parts of it. Twenty-seven articles advocate this type of instruction.

Table 5 indicates that 47 articles advocate or favor handbooks, guides, and textbooks as a part of library instruction. Leaflets, handbooks, and guides (as indicated by the articles) are often given to the students during orientation week after the tour, at registration, or just simply placed in the library for the patron to see and take. There was an expression of a need for a comprehensive textbook on library instruction and also a trend toward self-compiled manuals and other aids for formal instruction to fit the local situation.

Audio-visual aids are discussed in 23 articles. Various types of aids from large diagrams, charts, slides and films made to fit the local situation to the newest of all, automation, which will be discussed later, are the newest trends in methods of instruction. With the increasing enrollment of students each year, it is the current impression that audio-visual aids will be the solution to the problem of orientating large groups. Everyone can see and hear closed circuit television even if several sets are placed in different rooms to accommodate several groups at a time. Recent articles discuss this possibility in detail. The use of films was recommended by 34 articles.

The undergraduate was the point of focus at first, but Table 6 indicates that only 63 articles advocate undergraduate instruction. Forty-four articles favor instruction for upper division and graduate students, but four negative opinions indicate that unless the courses are required they are not well attended. Fifty-seven articles recommend or favor professional instruction and these are, for the most part, the bibliographical courses.

Table 7 indicates that 45 librarians advocate library instruction, 20 were against such instruction. There are 30 articles advocating favorable opinions of faculty members and 15 negative. On the other hand only 13 articles indicate that administrators favor instruction in library use and there were six negative expressions. There seems to be a need for the faculty and librarians to convince the administrators that library instruction is important.

### Conclusions

The study of library instruction in colleges and universities according to objectives, content, and effectiveness, in view of the rapid change in educational trends, increases in enrollments and many graduate and special programs added each year, indicates the necessity for continuous re-evaluations and revisions of programs if they are to remain effective.

Looking at the over-all picture is like viewing the patterns of library programs through the kinescope of higher education. Obviously the trends in library instruction must keep pace with the trends of higher education; the slightest change or movement of one affects the other. One pattern builds upon the other with the intermingling of the various methods, techniques, and procedures continuously falling in sequence into one fascinating pattern after another, integrating more completely with the curriculum and forming a more coordinated program of instruction in the use of the library.

Three major criteria to be met in building an effectively organized group of learning experiences are continuity, sequence, and integration. It is the writer's opinion that the programs of library instruction as seen in periodical literature from 1950-1964 have been effective in objectives and content. In the light of these conclusions the writer would like to make the following recommendations to teachers, administrators, and librarians:

1. Be ever mindful that library instruction is an important influence in the students' education.
2. Make sure that some type of library instruction is offered in your college or university to fit your individual situation, even if you have to create a new type.

3. Continue to read other reports, surveys, and evaluations to be sure that you are familiar with the latest trends.
4. Remember that your program may be archaic almost before you get it into practice; hence there is a continuous need for revising and re-evaluating if you wish to keep up with the current educational trends.
5. Since basic instruction in library methods is essential, a credit course required of freshmen for at least one semester would be desirable.
6. An integrated program would be even more effective.
7. Try to maintain good relationships with the teaching staff, administrators, the librarians, and most of all with the students.

## APPENDIXES



## APPENDIX A

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## APPENDIX B

### CHECK SHEET FOR ANALYZING ARTICLES

Author \_\_\_\_\_ Page \_\_\_\_\_ Vol. \_\_\_\_\_ Date \_\_\_\_\_  
Periodical \_\_\_\_\_ Title \_\_\_\_\_

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#### 1. Category "A" - Types of Instruction

##### Indicators:

- a. Separate library course
- b. Part of other subject courses
- c. Part of freshman orientation program
- d. Separate library course and part of other subject courses
- e. Separate library course and part of freshman orientation program
- f. Part of subject courses and freshman orientation program
- g. Separate course, part of subject courses, and freshman orientation program

#### 2. Category "B" - Value of Course in Curriculum

##### Indicators:

- a. Credited
- b. Non-credited
- c. Required
- d. Elective

#### 3. Category "C" - Methods of Instruction

##### Indicators:

- a. Tours
- b. Lectures
  - (1) Librarians
  - (2) Classroom instructors
  - (3) Librarians and classroom instructors
- c. Various mechanics of instruction
  - (1) Handbooks, guides, textbooks
  - (2) Audio-visual aids

- d. Problems
- e. Quizzes
- f. Films
- g. Bibliographies
- h. Automation

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4. Category "D" - Level of Instruction

Indicators:

- a. Undergraduate
- b. Upper division and graduate
- c. Professional

5. Category "E" - Evaluation of Instruction

6. Category "F" - Attitudes and Opinions  
Regarding Instruction

Indicators:

- a. Librarians
- b. Faculty
- c. Administrators

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